



McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
Fall 2019

SCSD-644

Applied Neurolinguistics

Number of Credits: 3 Credits

Course Time: Tuesday; 12:30 – 2:30 PM

Labs: 2:45 – 3:45

Location: SCSD, Room 869

Instructors

Noémie Auclair-Ouellet, PhD

Office: SCSD, Room 820; **Office Phone:** 514-398-4476

Office Hours: By appointment (please set up by email)

Email: noemie.auclairouellet@mcgill.ca

Jesse Burns

McGill University Health Centre; Royal Victoria Hospital – Glen Campus

Office Phone: 514-934-1934 ext. 34968

Office Hours: Immediately after class (please set up by email)

Email: jesse.burns@mcgill.ca

Michelle Bourque

Constance Lethbridge Rehabilitation Centre

Email: michelle_bourque@ssss.gouv.qc.ca

Alena Seresova

McGill University Health Centre; Montreal General Hospital

Office Phone: 514-934-1934, ext. 42125

Email: alena.seresova@muhc.mcgill.ca

COURSE OVERVIEW: This course covers theoretical and clinical issues as well as principles relevant to the assessment and treatment of adults with acquired neurogenic language and cognitive-communication disorders (aphasia, right-hemisphere damage, dementia and traumatic brain injury). Clinical labs are designed to expose students to clinical materials and practice in assessment and therapy through case examples. Labs will parallel the typical sequence of the clinical process (i.e. chart review, assessment, education/counselling and therapy) and will be coordinated with relevant lectures where possible.

LEARNING OBJECTIVES:

ROLE 1: CENTRAL ROLE/CONTENT EXPERT

Foundational principles	
Apply specialized knowledge of disorders of human communication, including knowledge in each of the following areas: communication modalities, cognitive and social aspects of communication, fluency, language and literacy.	
Identify, describe and compare different forms of acquired language disorders with respect to etiology, symptoms, impacts on verbal and functional communication, and prognosis.	Lectures; Labs; Group presentations and discussions; Mid-term exam; Final exam
Apply knowledge of principles of clinical practice, including use of diagnostic and rehabilitation instrumentation and procedures, behavioral management, social interaction management and counseling.	
Make assessment and treatment decisions that are in the client's best interest, that are realistic, and that are well justified based on fundamental knowledge and clinical expertise.	Lectures; Labs; Group presentations and discussions; Mid-term exam; Final exam
Use problem-solving and clinical judgment in all aspects of practice.	
Approach new cases and referrals with a structured method based on problem-solving skills and clinical judgment.	Lectures; Labs
Assessment	
Develop assessment strategy to evaluate communication.	
Identify standard batteries and tests, as well as informal assessment methods, to evaluate different components of language and communication; justify their use.	Lectures; Labs; Mid-term exam; Final exam
Include relevant information from other sources.	
Extract information from the patient chart to inform assessment planning.	Lectures; Labs; Mid-term exam; Final exam
Integrate and interpret findings.	
Score tests and interpret results based on tests' norms. Integrate results from different tests and different components of language to determine a diagnostic conclusion for a specific acquired language disorder and determine prognosis.	Lectures; Labs; Mid-term exam; Final exam
Intervention planning	
Develop a realistic and measurable intervention plan.	
Select a treatment approach based on patient needs, professional expertise, and feasibility. Identify measurable outcomes and generalization measures to evaluate treatment efficacy.	Lectures; Labs; Group presentations; Mid-term exam; Final exam

Determine resources required for service delivery and identify any limits or constraints.	
Describe resources required to implement a specific treatment and determine the feasibility of service provision considering limits and constraints.	Lectures; Labs; Group presentations and discussions; Mid-term exam; Final exam
Intervention and (re)habilitation	
Monitor, adapt or redesign intervention plan as required.	
Based on measurable outcomes, determine if the attainment of goals is progressing as expected. Identify ways to adapt the intervention plan if required.	Lectures; Labs; Group presentations and discussions; Mid-term exam; Final exam

ROLE 2: COMMUNICATOR

Oral and Written Communication	
Employ strategies and aids to minimize communication barriers.	
Develop aphasia-friendly material.	Aphasia-friendly Material Assignment

ROLE 4: ADVOCATE

Client advocacy	
Identify and address client access barriers to services and resources.	
Identify constraints (including at the organizational level) to service provision associated with specific treatment approaches.	Labs; Group presentation and discussion

ROLE 5: SCHOLAR

Evidence-informed practice	
Appraise research and other evidence critically in order to address client, service or practice questions.	
Critically appraise the validity of assessment instruments and the evidence on the efficacy of different treatment approaches and methods.	Lectures; Labs; Group presentations; Mid-term exam; Final exam

Facilitation of the learning of others	
Share knowledge related to communication.	
Provide other students with an overview of assessment instruments and treatment approaches to acquired language disorders.	Labs; Group presentation and discussion

Note: ROLE 3: COLLABORATOR, ROLE 6: MANAGER and ROLE 7: PROFESSIONAL are not specifically targeted in this class.

INSTRUCTIONAL METHOD:

This course consists of lectures, practical activities, and assignments.

REQUIRED COURSE MATERIALS:

All book chapters, papers and Power Point presentations will be made available on myCourses.

OPTIONAL TEXTBOOKS:

Both textbooks are on reserve at the library and at the SCSD front desk.

- Chapey, R. (2008). Language Intervention Strategies in Adult Aphasia (5th Ed.). Baltimore: Williams & Wilkins.
- Brookshire, R.H. & McNeil, M. R. (2015). Introduction to Neurogenic Communication Disorders (Eighth Edition). St. Louis: Mosby.

COURSE CONTENT:

This course includes lectures and labs that present:

- Theoretical and clinical issues relevant to the assessment and treatment of adults with acquired neurogenic language and cognitive-communication disorders;
- Principles of clinical assessment and intervention;
- Clinical materials and methods using case examples.

Week	Date	Lectures and Labs	Other activities
1	Sept. 3	Overview of the course and syllabus Introduction to the clinical setting Neurophysiology and aphasia etiology	Select presentation topic – Doodle Select battery for presentation – Doodle Adapt a message to a lay audience: Send by <u>Sept. 9 at 4 pm</u>
2	Sept. 10	Neurophysiology and aphasia etiology (ctd) Introduction to aphasia assessment Adapting explanations and developing aphasia-friendly material	Assignment on Aphasia-friendly material: Select topic – Doodle
3	Sept. 17	<u>Lab:</u> Presentations on assessment batteries (2 h) Medical Chart review (1 h)	

4	Sept. 24	Aphasia assessment: Principles and tools <u>Lab</u> : Assessment planning	
5	Oct. 1	Aphasia treatment by modality and syndrome Guest lecturer: Michelle Bourque	
6	Oct. 8	Principles of aphasia rehabilitation Impairment-focused approaches to treatment <u>Lab</u> : Counselling	
7	Oct. 15	Cognitive-focused approaches to treatment (1 h) <u>Lab</u> : Aphasia intervention (2 h)	Hard copy of aphasia-friendly material due at the beginning of class (pdf copy <u>by 4 pm</u>)
8	Oct. 22	Activity/participation approaches to treatment Comparison of approaches and efficacy <u>Lab</u> : Tracking progress	Mid-term take-home exam distributed
9	Oct. 29	Presentations on Aphasia Treatment Approaches (3 h)	Presentation <u>and</u> Summary: - pdf = <u>Oct. 28 by 4 pm</u> - printout = <u>at the beginning of class</u>
10	Nov. 5	Right hemisphere communication disorders <u>Lab</u> : Simulation center debriefing	
11	Nov. 12	Neurodegenerative diseases <u>Lab</u> : Differential diagnosis	Mid-term take-home exam <u>due at the beginning of class</u>
12	Nov. 19	Traumatic brain injury 1 Guest Lecturer: Alena Seresova <u>Lab</u> : TBI assessment	
13	Nov. 26	Traumatic brain injury 2 Guest Lecturer: Alena Seresova <u>Lab</u> : TBI treatment	Final take-home exam distributed

DETAILED LAB SCHEDULE:

Unless otherwise specified, labs will take place **during the last hour of class.**

Week	Date	Lab Activity
1	Sept. 3	<i>No Lab</i>
2	Sept. 10	<i>No Lab</i>
3	Sept. 17	<p>Student presentations on assessment batteries (2 h) In groups, students will present a brief description and demonstration of their assigned assessment batteries to the class.</p> <p>Medical chart review (1 h) Students will learn to extract information from a medical chart and to organize it, as well as medical abbreviations and terminology.</p>
4	Sept. 24	<p>Assessment planning Students will work in small groups to develop an assessment plan after receiving a referral for a new case</p>
5	Oct. 1	<i>Guest Lecturer - No Lab</i>
6	Oct. 8	<p>Counselling Basic information given to families about communication disorders and ways to maximize communication will be reviewed. Counselling skills will be developed using case examples.</p>
7	Oct. 15	<p>Aphasia intervention (2 h) Working with cases, students will classify and describe communication impairments, identify relevant prognostic factors and points for family counselling, and develop treatment targets. Then, they will identify long-term treatment goals, specify short-term goals, and develop a treatment plan.</p>
8	Oct. 22	<p>Tracking progress Working with cases, students will identify ways to measure progress towards goals and adjust treatment approaches if needed.</p>
9	Oct. 29	<i>Student Presentations - No Lab</i>
10	Nov. 5	<p>Simulation centre debriefing Review of adult acquired language simulation centre case and discussion of management strategies for this case.</p>
11	Nov. 12	<p>Differential diagnosis Cases will be presented for the class to work through the differential diagnosis process in the context of dementia and PPA.</p>
12	Nov. 19	<p>TBI assessment Using video examples, students will assign a GCS score, identify impairments, and judge whether patients are assessable.</p>
13	Nov. 26	<p>TBI treatment Using video examples, students will identify appropriate treatment goals and judge prognosis.</p>

EVALUATION:

Assignment	Due Date	Sub Roles Targeted	Expected Performance Level
Active Participation in Lab Activities 10%	Throughout the semester	Foundational principles; Assessment; Intervention planning; Intervention and rehabilitation; Client advocacy; Evidence-informed practice; Facilitation of the learning of others	Proficient
Aphasia-Friendly Material 20%	October 15	Oral and written communication	Competent
Group presentation on aphasia treatment approaches 20%	October 29	Foundational principles; Assessment; Intervention planning; Intervention and rehabilitation; Client advocacy; Evidence-informed practice; Facilitation of the learning of others	Competent
Mid-term take home exam 25%	November 12	Foundational principles; Assessment; Intervention planning; Intervention and rehabilitation; Evidence-informed practice	Competent
Final take home exam 25%	December 6	Foundational principles; Assessment; Intervention planning; Intervention and rehabilitation; Evidence-informed practice	Competent

Active Participation

Active participation is based on attendance and involvement in lab activities. It is worth 10% of your final grade.

Aphasia-friendly Material

In groups of 4 students (7 groups in total), you will prepare aphasia-friendly material to provide information to persons with aphasia. More detailed guidelines will be provided on September 10. Bring one hard copy at the beginning of class on October 15 and send one pdf copy by email at noemie.auclairouellet@mcgill.ca by 4 pm on the same day. You will receive feedback from the instructor and from people with aphasia who are receiving services at the teaching clinic.

This assignment will be graded on a total of 20 points based on sending the adaptation of a short text to a lay audience (Note: this part is done individually) on time – due September 9, 4 pm (3/20), respect of topic, guidelines, and completion of self-assessment questionnaire (12/20), and feedback from a person with aphasia (5/20). It is worth 20% of your final grade.

Topics for aphasia-friendly material

1. Neuroanatomy and lateralization of brain function
2. Explaining what a stroke is to someone else
3. Explaining what aphasia is to someone else
4. Aspects of communication (speech, language, pragmatics)
5. Language modalities (receptive/expressive, oral/written)
6. Telling other people what helps when communicating
7. Consenting to treatment and being filmed at the teaching clinic

Group presentations

In groups of 4 students (7 groups in total), you will give a presentation on an aphasia treatment approach. Your presentation should not exceed 15 minutes in duration and will be followed by a 5-minute discussion. Please be prepared to initiate a discussion by having questions or discussion topics ready for the class. Your presentation will consist of an integration of the relevant information from the readings provided on *myCourses* and an overview of your selected treatment approach. You are encouraged to use additional references to complement those already provided.

Your presentation should answer the following questions:

1. What is it (including the name that is most often used to refer to that approach or the best-known treatment in that approach)?
 - What are the fundamental principles of this approach?
 - Is it new or is it already well-established?
 - In what context, or based on which theoretical model(s) was it developed?
2. Who is it for?
 - Which clients benefit from this approach (e.g., which language or communication disorder etiology or classification, level of severity, prognosis, needs and expectations)?
3. How is it done?
 - What is the overall structure of this treatment (e.g., frequency and duration of sessions)?
 - What types of activities are done in therapy and/or outside of therapy? Give concrete examples.
 - What resources are needed?
4. What are the expected outcomes and benefits?
 - What are clients expected to gain from this treatment? Are there some specific benefits to this approach compared to other similar or alternative therapies?
 - Is generalization expected (e.g., to untreated items, in other structured activities, outside of therapy)?
 - Give examples of measurable treatment outcomes.
 - What adaptations can be made if the client is not progressing as expected?
5. What are some potential constraints and limitations?
 - Are there some constraints (including at the organizational level) to this treatment?
 - What are the limitations of this approach?
 - What are remaining questions or controversies surrounding it?
 - How could it be improved?

You are strongly encouraged to add to these questions based on the relevant/interesting questions raised by your specific treatment approach.

Because one of the goals of this assignment is to provide the class with an overview of aphasia treatment options, **you are asked to provide a short (2 pages, 12-point font, 1.5 spaced, 2.5 cm margins) written summary of your treatment approach** that will be posted on *myCourses* along with your presentation slides.

The summary and slides are due on the day before the presentations (Monday October 28) at 4 pm at the latest. Please send them in Powerpoint and pdf format at noemie.auclairouellet@mcgill.ca. Also bring a printout of your summary and slides on the day of the presentations (October 29). To speed up the transition between groups, presentations will be put on the classroom's computer.

All members of the group are expected to contribute equally to the preparation and presentation. This assignment will be graded on a total of 20 points based on the structure and content of the presentation (see above) (10/20), handout quality (5/20), and preparedness to answer questions and initiate a discussion (5/20). It is worth 20% of the final grade.

Topics for group presentations (associated readings are on myCourses)

1. Treating Lexical Impairments with Semantic and Phonological Approaches
2. Treatments Targeting Verbs and Syntax
3. Constraint-Induced Language Therapy
4. Script Training
5. Melodic Intonation Therapy
6. Group Intervention for Aphasia
7. Training Conversation Partners

Mid-term take home exam

The mid-term take home exam will be distributed and explained at the end of Week 8 on October 22. It will cover the content presented in lectures and labs from Week 1 to Week 8 inclusively. The exam includes short essay questions (5-10 lines), and long essay questions (half a page). It is due at the beginning of the class on November 12. Students are expected to complete this exam individually. It counts for 25% of the final grade.

Final take home exam

The final take home exam will be distributed and explained at the end of the last lecture on November 26. It will cover the content presented in lectures and labs from Week 10 to Week 13 inclusively. It will include short answers (a few words or a sentence), short essay questions (5-10 lines), and long essay questions (half a page). It is due by 4 pm on December 6. Students are expected to complete this exam individually. It counts for 25% of the final grade.

McGILL POLICY STATEMENTS:

Academic Integrity

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/) for more information).

Language of Submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

ADDITIONAL STATEMENTS:

USE OF SMART PHONES, TABLETS AND LAPTOPS:

Students are permitted to use Smartphones, tablets, and computers in class for academic purposes e.g. taking notes, researching relevant information, calendar functions etc. They may not be used for social reasons e.g. texting, Facebook, Twitter, Instagram etc. If students are using technology for non-academic purposes in class they may lose the privilege of using these items in class. No audio or video recording of any kind is allowed in class without the explicit permission of the instructor.

STUDENTS WITH DISABILITIES:

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.